









## How pupils learned to give up vandalism—and earned a new discotheque

by Caroline Haydon

A London school claims it has wiped out vandalism by offering to reward pupils if they do no damage. An experiment launched at the beginning of the summer term was such a success, it says. The school has been "spotless" since it started.

Pupils have not only kept to the terms of the "contract" they were offered but have formed their own task force to clear up graffiti.

Wembley High School, a 1,200 pupil comprehensive in north west London, was chosen for the experiment by the Severn Children Fund, which wanted a school testing ground for anti-vandal schemes.

The school was paying more than £2,500 a year to combat vandalism—an "average" amount for a large comprehensive.

But after the pupils were offered "contingency contracts"—the promise of a reward they could choose themselves if they stopped the damage—the school was transformed.

"It worked far better than I expected," said headmaster Mr Geoffrey Lodge. "What pleased me most was the unorganised task force who were removing graffiti and cleaning up the school even beyond the terms of the contract."

The whole scheme only cost the school about £400, which included some of the cost of the chosen "reward"—a discotheque. The rest

of the bill was paid by a London radio station.

● A warning to parents about the dangers of leaving children to their own devices during school holidays has been issued by the National Society for the Prevention of Cruelty to Children.

Of 40,000 cases of juvenile crime dealt with in the London Metropolitan police district last year, 6,000 youngsters aged between 10 and 16 were identified as "latch-key children", says the society.



## British back EEC plan for more language assistants

by Bob Doe

The foreign language assistants scheme could be expanded and there could be financial backing from the Common Market for more foreign visits by teachers and pupils.

The scheme, now run by the British Council, has been successful in bringing foreign teachers to British schools and British teachers to foreign schools.

There is likely to be little support from the British Government for a plan to introduce a programme of teaching about the history and customs of the EEC into all schools in the Community.

This week the Department of Education and Science asked local authorities and teachers' organisations for their views on the plans put up by officials in Brussels. At the same time it issued an administrative memorandum to all local authorities, emphasising the importance attached by Mrs Shirley Williams, the Education Secretary, to the exchange of teachers and language assistants.

European backing for a 30 per cent increase in the numbers of foreign language assistants is certain to get the support of modern language teachers in Britain.

There has been a 27 per cent reduction in the numbers coming to the United Kingdom in recent years, largely because of local government spending cuts. There are signs, however, that this trend has already been reversed. This year 100 more assistants than last year are expected in British schools.

The scheme, which brings teachers and pupils into regular contact abroad to keep up with their subject is another point that will be well received by linguists.

The EEC also wants to encourage more visits by pupils. A fund would be set up to help schools with travel problems and to ensure that poor children are not excluded.

The DES gives top priority to improving the education and training of foreign language teachers, but less to increasing opportunities for pupils' visits. At the bottom of its list is the proposal by the European Commission to expand the teaching of languages in primary schools.

The department is also worried about the cost of language proposals, which is expected to come to more than £5m by 1982 and suggests it should be scaled down.

## Row over school for blind. Diane Spencer reports

Parents of children at a boarding school for the blind in London are angry at not being allowed officially to see the report of an investigation into the running of the school by a team of inspectors from the Inner London Education Authority.

The investigation was made as a result of complaints made over a long period by Linden Lodge staff and parents. The school is one of five for the blind and partially sighted run by the ILA. It has 109 pupils from five to 16, two-thirds coming from outside the inner London area.

The inspectors' report has been circulated to some newspapers, and the Advisory Centre for Education is making it available to anyone who can prove a connection with the school. In a letter to the TES last week, Peter Newell, director of the ILA, said that the school was "a fine example of the school and the children with with-holding the report."

Mrs Anne Sofar, chairman of the ILA schools subcommittee, in a reply this week (page 13) says it would be quite wrong for the ILA to collect information in confidence and then to break that undertaking. The ILA has made the report known to the three groups of people who are most responsible for the school: the governing body, the staff and the members of the education authority, she says.

At a special governors' meeting last week it was decided that governors could discuss the report with parents.

The report was produced at the beginning of July by Mr Wilfred Brennan, assistant education officer for special education, Mr Guy Rogers, deputy chief inspector (schools), and Dr Marie Rose, staff inspector for special education. It is a mild document from which harsher criticisms and condemnations have to be sifted almost from between the lines.

It did, however, reveal deep divisions of loyalty among members of the teaching staff and strained relations between the head and the deputy. Linden Lodge cannot afford the divided leadership it has recently experienced, it says. Some staff meetings degenerated into "slandering notices". Serious gaps were revealed in the curriculum and in the quality of teaching. A full-time mobility teacher and only eight out of 18 full-time staff were qualified teachers of the blind. Communications between staff were poor; and three teachers might be responsible for the care of the same subject. School reports were kept in a haphazard fashion and there had been some weaknesses in links with County Hall.

The report says there is room for improvement, but "a great deal that is good is going on. The school is a fine example of the school and the children with with-holding the report."

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## An HMI's report dams the level, pace and scope of most unstreamed teaching. Bob Doe reports

Mixed-ability teaching is not very widespread in comprehensives, but what there is of it is generally bad, according to a report published by Her Majesty's Inspector today.

Teachers find great difficulty in meeting the needs of a wide range of abilities in one class, the inspectors say. The most able pupils are almost always neglected and the least able often are, although the high standards of behaviour observed in these classes are commended.

No much emphasis is put on social objectives at the expense of academic development, they feel. Schools often

adopted this form of organization as a pious moult to overcome urgent discipline, morale or motivation problems without sufficient thought for the consequences. The inspectors say that this undid hasty has often resulted in insufficient planning or consultation and not enough thought about what a school might be trying to achieve.

The ubiquitous worksheet comes in for heavy criticism. Teachers need more training in mixed-ability teaching methods, the report says. At present very few have had any at all.

These impressions are based on a review of the reports of various visits made by HMIs since 1970 to about 800 English comprehensive schools where pupils with abilities significantly above or below average are taught in the same classes.

The working party of 15 inspectors, set up in 1975 to compile this report, also made special visits to 22 schools using mixed-ability teaching.

Relying on their experience the inspectors claim to be able to judge the standards achieved in mixed-ability classes in relation to comprehensives in similar circumstances where other forms of organization are used.

Only in about one third of all comprehensives is mixed ability the order of the day in all but one or two subjects, and even in these this lasts for only the first one, two or three years. Only 2 per cent of schools were found to be organized in this way right up to the fifth form.

The inspectors say the object of their report is to highlight the valuable work being done by some teachers who have adopted this way of working. And they want to be sure that those schools thinking of changing over to mixed-ability working do not underestimate the difficulties and complexity of what they are taking on.

## Mixed ability? It's the bright pupils who suffer

Most of the mixed ability teaching seen by HM Inspectors gives them cause for concern says their report, *Mixed Ability Work in Comprehensive Schools*.

Only in "a very small number" of the schools visited between 1970 and 1977 were pupils leaving at an appropriate level and pace in classes organized in this way.

"In most of the schools visited HM Inspectors felt concerned about the level, pace and scope of the work in significant numbers of subjects," their report says.

"This concern was sometimes on behalf of pupils throughout the ability range; more frequently it related to the extremes of the range and most frequently it related to the work of the most able pupils."

They blame teachers who fail to take account of the wider ability range in these classes. In "a large number of cases" teachers carried on as if pupils had been streamed into groups of roughly equal ability. Mixed ability classes were not getting mixed ability teaching.



"In modern languages, mathematics and science, particularly, pupils were often operating at a level which failed to provide the extra degree of difficulty that challenged and extended them."

Mixed ability classes functioned only at the level of the average pupil. "But the weaker teacher the challenge of the mixed ability class was simply too great," the inspectors claim.

Teachers achieving mediocre and poor standards were sometimes not even aware of it. Teachers' expectations were crucial and often pitched too low.

Some teachers did not accept the need to tailor the work to suit different abilities. They set themselves certain social objectives, including social interaction, the reduction of competition and the encouragement of self-esteem, with which they could not reconcile any categorization of pupils.

"The priority given by some teachers to social objectives was operating against the development of the full academic potential of some of their pupils."

Part of the reason for schools' failure to extend pupils was too much reliance on worksheets. These were rarely matched to pupils' capabilities, were often over directive and did not allow pupils to think for themselves.

They over emphasized the collection of facts and encouraged intellectual conformity rather than curiosity and independence.

"The inspectors describe many of the worksheets they saw as unattractive, technically incompetent, unchallenging, lacking academic edge, creating a superficial approach to learning and failing to draw on wider sources of information. Weaker pupils often had difficulty with the level of literacy they demanded and in many cases commercially-produced books and materials would have been better than the school-produced ones."

Some pupils complained of boredom and a sense of isolation as a result of this over emphasis on individual work, but generally the inspectors found that mixed ability grouping led to good attitudes towards work.

Mixed ability groups were associated with good relationships between pupils and between pupils and teachers, cooperative attitudes on the part of pupils and often a high level of motivation among those of below average ability. "The pride of achievement shown by some of these pupils was greater than that often found in streamed or sorted classes," the report says.

"The presence of able pupils in groups which were well taught appeared to be a major factor in the encouragement of healthy attitudes to work on the part of pupils of average and lower ability."

The inspectors were particularly impressed by the standards of courtesy in mixed ability schools and

in after positive arguments in favour of non-selective grouping, the main focus of their thinking was usually on the aims of the school in its social role. Aspirations such as improvement in human relationships or social integration were more frequently cited than, for example, such aims as improving the attainment of the less able pupils.

"In some cases a lack of definition in what mixed ability grouping may have been caused by undue haste in deciding to adopt it. In such cases, it was often found that the head had taken the initiative and, whether or not the decision had involved consultation with staff, there had been only a brief period of preparation before the change took place; and staff had found themselves deeply involved in teaching mixed ability groups with little time for careful and forerunning thought about where the process might lead."

They say most schools have not thought through their reasons for adopting mixed ability grouping with sufficient clarity and objectivity.

Even where the school's aims had been clearly set out by the head there was little attempt to translate these into classroom objectives or

to alter positive arguments in favour of non-selective grouping, the main focus of their thinking was usually on the aims of the school in its social role. Aspirations such as improvement in human relationships or social integration were more frequently cited than, for example, such aims as improving the attainment of the less able pupils.

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Even where the school's aims had been clearly set out by the head there was little attempt to translate these into classroom objectives or

indications of how these might be achieved.

There was rarely any attempt to evaluate the effectiveness of the change to mixed ability working, either on a school or a departmental level. In some cases this had been done but no action taken as a result.

In fact the HMI's claim that among the protagonists of mixed ability teaching there is a positive reluctance to assess children's work at all. They suggest that those teachers who see mixed ability grouping as part of an attempt to introduce the particular social philosophy in which competition and elitism should be reduced.

The inspectors argue that, on the contrary, assessment is even more important with mixed ability teaching than in a streamed class in order to ensure that each pupil's programme is appropriate.

They found the majority of teachers were prepared to support the principle of mixed ability teaching, but there were strong reservations among teachers of certain subjects, notably modern languages.

The observations of various subject HMI's in another section of the report include one from the modern languages inspectorate that "There seems to be no grounds for believing that mixed ability grouping can offer any advantage in the modern languages class."

The main part of the report, however, comes to no overall conclusion on the value of mixed ability grouping. But the HMI working party takes issue with the claim that only through mixed ability organization will all children feel equally valued, regardless of their ability.

"That, they say, is a matter for the prevailing attitudes and values in a school, and if the loss of ability is under valued, it is a change in these that is required."

"While a change of organization may help to change attitudes, it is not the only way to do so or necessarily the best."

*Mixed Ability Work in Comprehensive Schools, HMSO, £2.50.*

## NUS tells parents how to save taxes

The National Union of Students launched a major publicity drive last week to tell parents how to reduce their tax bills by up to £335 a year by co-ordinating payments for a son's or daughter's education.

If parents covenant to pay a child £100 a year, the union says they would actually give away only £66. The other £34, which is equivalent to the basic rate of tax which the parent would have already paid on his income, is then reclaimed by the student from the Inland Revenue, which has confirmed the union's findings.

The union warns, however, that there are two important provisions. A covenant can only benefit a parent who is not paying income tax, is more than 18, or married. It is a legally-binding agreement, in that one person promises to make a series of payments to another for a period of more than six years.

Miss Penny Cooper, the union's treasurer, said the union is encouraging co-ordinating because the Government has refused to meet demands for the abolition of the parental mortgage test on student grants.

## OU rejects part-timers' plan

The Open University has rejected Government hints that it might be used to absorb some of the extra numbers in higher education expected in the mid-1980s.

A Government discussion document, *Higher Education into the 1990s*, published earlier this year, predicted the student population might rise by 80,000 over the next six years before falling again in the mid-1990s. One of the suggestions was to divert students from full time to part time courses and in this the Open University could play a part, particularly if financial assistance to part-time students was increased.

But in its reply to the document, the Open University said it did not consider that the prospect of demand from qualified leavers should be met by part-time study through the Open University.

The Open University has another strategy, known as a "flexi" plan, which aims to help adults and more young people working-class backgrounds to gain education.

It calls for students to be sent to part-time study during full-time work and not to study at a higher level than a first degree or a diploma.

Local authorities are to review their commitment to the Committee of Directors of Polytechnics after the decision of the Inner London Education Authority to cut off its funds.

The committee receives £30,000 a year, paid through ILA. The decision to suspend payment was made last month by the ILA, further and higher education subcommittee after the directors had

told the Oakes Inquiry that education that their polytechnic ought to be taken out of the authority control.

Closing down the committee only from the rise in the grant before this has been cut, but, or a levy on each polytechnic or on being considered as an alternative arrangement.

In modern languages, mathematics and science, particularly, pupils were often operating at a level which failed to provide the extra degree of difficulty that challenged and extended them. In English and humanities the range of content of the work was often restricted to remain within the competence of the average pupil; as a result the breadth of linguistic, literary and the depth and quality of literary experiences were limited, and some conceptual areas of history and geography were encountered.

There was evidence in what HMI were told by some pupils and teachers that able pupils sometimes were achieved, in order to conform with the level of the majority of their classmates.

"Of the most able pupils were insufficiently challenged because their teachers did not realize what they were capable of achieving. A considerable number of teachers had no expectation of the level and level of work that can be achieved by able pupils in sorted or streamed groups, and it is difficult to appreciate their potential and meet their needs when they encounter such a situation as a small ability class in a mixed group."

"To cope with such a wide spectrum of abilities, teachers needed highly skilled professional qualities. There could be no commitment to the standards of the majority of the average teacher who

was in that sense it was itself a community.

Yet over where much of what we did looked beyond, for rather than our actual physical and social setting, whether to what were seen as abstract and universal values, or to the role of Britain in the world—a role which was already moribund if not dead. We always celebrated Empire Day. Those of us in the school corps marched out to play our part in the celebration of national occasions. From time to time there was an emphasis upon activities which might be subsumed under the heading of Merit or Excellence. We acquired a knowledge not only of the Christian faith, but also of the thought of (an odd selection of) the great philosophers, and some of us became imbued with the traditional English interpretation of the values of Greece and Rome, which is not quite the same thing as the values and beliefs genuinely present in the ancient civilisations.

We did not look much at the town and the society in which we were living, and least of all how money was earned and distributed there. Northampton was then, still the centre of the boot and shoe industry. But I learned more about how shoes were made from visiting the factory in my own village than I ever did at school. I never saw the inside of a shoe factory until many years later, when I visited one as a minister, ashamed, granted my

I went back recently, purely out of nostalgia, to the village where I was born. I pass within a mile of it every week, en route from London to my constituency; yet I had visited it only once in the last 10 years. In the rush of rapid travel and the stress of business, it is easy to forget one's roots—at least, if they lie in Northamptonshire and not The Gambia.

The village has grown, with the familiar but scarcely attractive private housing estates constructed on the periphery of the old community. It is now, because of those same means of fast and easy travel, each week a place where I am drawn from it, a land of community to London, Birmingham and elsewhere. I doubt whether any of the new residents are so integral part of the local community. Yet perhaps these children, who for in the heart of the village and stand the first and the other nine and the school in the High Street, are so integral a part of the community that they will be more apparent than the service which they gave to their many children, including for a brief period myself, paraded in school uniform, and the children, rather than looking forward to the first of new learning experiences.

Now do I remember when the village made of the school premises after school hours. On the one hand the children were taken from the educational landscape and the elementary school, no longer

cared for most of the village children from the age of eight to the end of compulsory schooling. From that time all children above the age of 11 were bussed out of the village, to their grammar, secondary modern, or later comprehensive school. The village was no longer educationally self-sufficient, as it had been for most of its young inhabitants. To however limited a degree, they were driven to look outwards to a wider world. I have no doubt that that was an important factor in the erosion of the old sense of community.

Yet I do not want to make the mistake of looking at the past through rose-tinted spectacles. It is not simply that the old village school, where the most children, whether education, whether they were of the community—or at least mine was not—although they were often welcome there. Teachers were respected, but they were also feared. They were authority figures whose power over children could sometimes be more apparent than the service which they gave to their many children, including for a brief period myself, paraded in school uniform, and the children, rather than looking forward to the first of new learning experiences.

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## PERSONAL COLUMN

### Gerry Fowler

### Worlds apart

and of stream-lined school, and I recall the excitement of the first day of school and the excitement of the first day of school. On the other side, looking elsewhere for meaning, and for their recreation and leisure, and to the church in the village, or to the cooperative hall, or to the village tennis club. The school, which served the village in a community sense, was a place where the values and beliefs genuinely present in the ancient civilisations.

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MOST SUBJECTS TAUGHT IN MIXED ABILITY CLASSES	comprehensives in which most subjects are not taught in mixed ability classes 65%	
	year 1	12%
	years 1 & 2	12%
	years 1 to 3	9%
	years 1 to 5	2%

The frequency of unstreamed classes in English comprehensives according to HMI's.





## School to work



### Hitch as new youth plan gets under way

by Mark Jackson

The Youth Opportunities Programme, which is due to go into full operation in September, will not be as planned. The Manpower Services Commission has not yet secured the mix of opportunities it believes to be vital.

A statement from the commission next week is likely to emphasize that the programme is already well within sight of achieving enough places to meet its target of more than 200,000 youngsters a year.

It may not draw attention to the fact, however, that there is no shortage of courses and projects suited to the least able. These are the youngsters declined by the Government and accepted by the commission as the priority group for the programme.

A review of the plans of the 28 area boards by the commission's special management board this week showed that the places so far available are:

- Work experience with employers: just under 60,000. This means about 105,000 youngsters a year.
- Other types of work experience in projects, community service, and training workshops: around 5,000.
- A handful of employment induction and work preparation courses.
- Community industry: 5,500 places.
- Training places in industry: 41,000.

The work experience places with employers are twice as many as planned for—partly as a result of a massive marketing campaign by the commission. The training places have simply been taken over from an earlier Government scheme. Admission to both depends on acceptability to employers and the commission's officials have agreed with the firms reportedly expressed by correct officers and the

youth employment lobby that, while these schemes are highly valuable to most leavers, they are not in practice open to the less able or the under-motivated.

The Holland report, on the basis of which the Government decided to spend about £300m on the programme over the next five years, estimated that a total of 35,000 places in the other kinds of work experience—provided by local authorities and voluntary bodies and tailored as necessary to the needs of the bottom group of leavers—would be provided.

It also allocated 3,000 places on ten-week induction courses, for 60,000 of the group. The induction courses were expected to be particularly important as a way of assessing what further experience disadvantaged leavers would benefit from and preparing them for it.

The commission is now saying it hopes to build up the proportion of non-employer work experience places during the programme's first year—and that full scale "never meant that the programme would start with the balance intended."

Critics see this as virtually an action replay of the commission's explanations, when the programme officially started this spring without any of its offices ready to approve applications, that starting did not actually mean that anything new need be operating before September.

At the special programme board meeting Mr Geoffrey Holland, the programme's director, countered fears of the double provision of employer-based work experience by saying that it would provide flexibility. But, officials admitted, that there was a serious problem about induction courses which were usually difficult and costly to arrange.

### Board favours more remedial courses

Local authorities are to be allowed to plan remedial work preparation courses of up to six months for disadvantaged jobless youngsters under the Youth Opportunities Programme. The Special Programme's Board decided this week to encourage a big expansion of the courses.

The decision avoids a major row which has been brewing up between the commission and some education authorities in areas of particularly heavy unemployment. The commission's staff have been reluctant to approve remedial courses, and have been insisting that they should be limited to 13 weeks.

This reflected an ambivalence in the Holland report on which the programme is based. While providing for some courses, the report insisted that remedial education was the statutory duty of the education service, not the commission. It failed to realize that dis-

advantaged youngsters would not be willing to go on courses run outside the programme by the local authorities because they would not get the £19.50 a week allowance.

Relations between local authorities and the commission have deteriorated recently because the officials responsible for the Youth Opportunities Programme handed over responsibility for assessing proposals for remedial and preparatory courses to their Training Services Division. Formerly the Training Services Agency, this department in the past had run such courses as part of its Training Opportunities Scheme for adults.

The Training Services Division insisted that the education authorities should run courses along the lines of their own and provided a three-stage set of guidelines, still with a TOPS reference, setting out a model.

Those included, among other things, the proposal that courses

should operate on a nine-to-five day and be divided into hourly periods. It also detailed much of the content of an educational course prescribed by outsiders and disagreed with the ruling that basic under-motivated and ill-equipped youngsters could be given what they needed in three months.

His department proposed a course which could keep youngsters on for a whole year. Five of six courses would be run in school with teachers recruited on one-year contracts, and a sixth would be for the handicapped in a special school.

This week, because of continued delays in approving the proposals—which need to go ahead now if the school leaving transfers to start in September—an early letter went from Liverpool education authority to Mr Richard O'Brien, chairman of the Manpower Services Commission.

The number of children of all ages, about one in eight were absent - 15 had never stepped inside a school building this academic year. Six per cent of the absentees were truant.

120 of the absentees were out of school every other day. Only nine of the children had perfect records the year before. Attendance in infant schools tended to be low, due to mumps childhood illness, but there was a upward rise in the junior schools to around 90 per cent. There was a decline following transfers to secondary schools. The fifth year was hardest hit, with attendance figures as low as 57.7 per cent in 1976. Overall attendance in secondary schools was about 85 per cent.

The City of Newcastle working party which produced the report also found that there was less absenteeism during the autumn, and that Friday had the worst attendance record, followed by Thursday. School transport was often in a bad state, and the report recommended that all full-time pupils should be given half fare on public transport.

But children must often skip lessons because they did not understand them. "Failure and frustration very often lead to a total rejection of the values and goals of the school," it said.

Raising the school leaving age had also increased truancy. Many pupils ready to leave in May placed no importance on classroom attendance after Easter. The report included a return from a comprehensive school which showed that 11 per cent of the absentees had appeared before magistrates. The longer a child remained a truant, the greater is the likelihood that he will commit a crime, it says.

A recommended increase to education maintenance grants for pupils over compulsory school leaving age, more flexible starting and finishing times, and greater emphasis on remedial help.

### 'Failure' leads to truancy

Backwardness in learning and the raising of the school leaving age are among the main reasons for truancy, says a report made after a year-long investigation in Newcastle. In addition to sending out special questionnaires, investigators looked at a number of schools in the city on one day in November 1977 and found that:

- Of 1,296 children of all ages, about one in eight were absent - 15 had never stepped inside a school building this academic year.
- Six per cent of the absentees were truant.
- 120 of the absentees were out of school every other day.
- Only nine of the children had perfect records the year before.
- Attendance in infant schools tended to be low, due to mumps childhood illness, but there was a upward rise in the junior schools to around 90 per cent.
- There was a decline following transfers to secondary schools.
- The fifth year was hardest hit, with attendance figures as low as 57.7 per cent in 1976.
- Overall attendance in secondary schools was about 85 per cent.
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- The longer a child remained a truant, the greater is the likelihood that he will commit a crime, it says.
- A recommended increase to education maintenance grants for pupils over compulsory school leaving age, more flexible starting and finishing times, and greater emphasis on remedial help.

More graduates are going into industry and fewer into research, the survey confirms. And although the number of students leaving university with a first degree is now more than 60,000, the level of unemployment among them continues to go down compared with the rise in the national total of unemployed.

The survey covers the first destination of all who left United Kingdom universities with a first or higher degree in 1977. It shows that 35.9 of 1977 graduates were women compared with 30.1 in 1976. Statistics would seem to indicate little real difference non between the job prospects of men and women in the survey countries.

The number of graduates going into industry was 2 per cent higher than in 1976. The proportion going into research or academic study fell by 1.5 per cent and of those pursuing vocational training by 2.4 per cent. The most noticeable fall was in teacher-training, from 5,885 to 5,946.

The number of first degree graduates last year was 110,000, higher than ever before. This reflects the rising birth rate during the late 1950s, the survey points out. There were 21,572 women compared with 16,970 in 1972. During the same period the number of men graduates has grown by only 0.4 per cent.

In a year when the gross unemployment figures for the United Kingdom rose from 1,371 million to 1,480 million the figure for graduates unemployment fell from 6.1 to 5.6 per cent.

University Graduates 1977. Central Services Unit for Careers and Appointments Services, Crawford House, Finsbury Centre, Oxford Road, Manchester.



Are you sitting comfortably? Frank Muir at work at the opening of the Children's Banks of the Year exhibition which is on at the National Book League, London, until August 5.

### Women graduates face same job prospects as men

The number of women graduating from university continues to rise and they are getting jobs as easily as men, according to a survey by the Central Services Unit for University and Polytechnic Careers and Appointments Services.

More graduates are going into industry and fewer into research, the survey confirms. And although the number of students leaving university with a first degree is now more than 60,000, the level of unemployment among them continues to go down compared with the rise in the national total of unemployed.

The survey covers the first destination of all who left United Kingdom universities with a first or higher degree in 1977. It shows that 35.9 of 1977 graduates were women compared with 30.1 in 1976. Statistics would seem to indicate little real difference non between the job prospects of men and women in the survey countries.

The number of graduates going into industry was 2 per cent higher than in 1976. The proportion going into research or academic study fell by 1.5 per cent and of those pursuing vocational training by 2.4 per cent. The most noticeable fall was in teacher-training, from 5,885 to 5,946.

The number of first degree graduates last year was 110,000, higher than ever before. This reflects the rising birth rate during the late 1950s, the survey points out. There were 21,572 women compared with 16,970 in 1972. During the same period the number of men graduates has grown by only 0.4 per cent.

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### Less than half understand the decimal system

Children's performance in maths deteriorates markedly between the ages of 14 and 15 according to a survey carried out by the University of Salford.

Announcing the results of his research at a Salford conference on numeracy this week, Dr Michael Harris, coordinator of education studies, said this was because pupils had moved further away from their initial learning of basic maths.

His research, which stemmed from the university's dissatisfaction with the standard of maths under-graduates at 18 was based on tests of 6,500 local children in the ages of 14 and 15. It also showed a marked difference in the ability of boys and girls in tackle diagrams. The girls' scores were substantially lower.

The test also showed that fewer than half the participants understood the decimal system. In questioning children afterwards, it was clear that the most effective way to progress was a refusal to admit they had not understood for fear of ridicule from teachers and their fellows.

Mr Ronald Scott, a maths lecturer at the University of Salford, said the introduction of the metric system had been premature. It was outside the ability of most people and few understood the significance of the decimal point. "They commonly see no difference between .35 and .3, or between 1.03 and 1.03."

Maths teachers had been thoroughly taken aback by the storm of complaint from industry about the quality of maths taught, Mr Scott said, though they were coping with all the changes, and were doing a good job. "It is particularly difficult to understand the widespread impressions that with modern maths we throw the baby out with the bath water."

As an attempt to check industry's impression of the quality of maths taught, Mr Scott said, he had checked back over several firms' records dating back 25 years, and his main conclusion was that the strength of industry's belief in falling standards of maths was in inverse proportion to the evidence. But it was also the case that while IQ tests performances had improved, maths test performances had declined. "Perhaps this is due to the decline of well-qualified mathematics in schools."

Primary school teachers need to know more about mathematics and children should know their tables, Mrs Majesty's Inspector, Mr Arthur Owen, told the conference.

He said: "Primary school teachers should do less and do it well." There was too much variety in primary mathematics teaching and not enough emphasis on the elements. "But we have to get the balance right. Children and teachers in primary schools are at risk because of the arguments about numeracy."

There was a danger in notions of a simple return to basics. "But the debate about children learning their tables is a nonsense. Children ought to learn their tables for quick access and fluency."

It would like children of seven and eight to have their number bonds and in be able to see number patterns at eight. Operational methods will improve. It was at the age of five. Throughout the primary school it is necessary to understand the importance of number patterns, to see it as something the children can build on.

The importance of primary school mathematics lies in a very clear understanding of place value, the place system, and number notation. I do not want to go back to rote learning or arithmetic, but children should have competence."

Mr Owen said the children needed more opportunities to talk about maths and more opportunity to practice computation even if that meant teachers slowing down a bit.

Reports by Owen Snrbridge

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### Ups and downs of job-hunting

Unemployment among leavers is considerably higher than last year, in some parts of the country, despite the drop in the overall national figure reported this month.

For the country as a whole, as the TES reported last week, the number of jobless school leavers registered in July was just over 200,000 compared with 240,000 in July 1977. But a check with a number of local careers departments suggests that the fall is unevenly distributed.

Liverpool, the worst unemployment area in the country, has had a bigger fall than the average, with 1,200 fewer registered with the careers service than last year. The education department thinks that most of these are on courses or have stayed on at school, leaving about 500 not yet accounted for.

For Cleveland, almost as badly off for jobs, reports that its register is up from 6,500 to 7,000. One explanation may be that its school population has increased in recent years, and the numbers leaving have gone up, this year more than in most places.

### Easier for graduates

Job-hunting graduates should find the going easier with the advent of a new system of information on the system. They dial a telephone number, key into the data bank of vacancies and read off the details on a television screen.

The new service is one of a number of pilot projects being carried out by the Post Office in Birmingham, Hull, Norwich and London in preparation for the introduction of a national television system to be known as "Teletel". It has been produced by New Opportunity Press.

Already the "Teletel" system has been installed by careers centres at ten universities and poly-

### Managers demand syllabuses should help children understand industry

by Owen Snrbridge

Britain's managers are calling for a radical change in school syllabuses and higher education courses to ensure a better understanding of industry's needs. They hope to put proposals to the Department of Education and Science.

The initiative comes from the British Institute of Management, which has just published its first "managers' manifesto". The section on education calls for reform of secondary school syllabuses and demands the inclusion of more industry-related subjects.

At the same time, it says, care should be taken to avoid bias against industry through early specialization. "The object should be to ensure that all children grow up with an understanding of the basic up-

modern economy, especially the purpose and function of industry."

The institute wants industrial managers on educational advisory committees and governing bodies of schools.

Educationists, says the institute, have a particularly strong antipathy for industry. This attitude is being passed on to the young. It calls on the Government for a lead towards changing deeply entrenched prejudices.

St Derek East, chairman of the Institute and of the National Council, said the institute had set up its own working party and intended to make proposals on this score before the year-end. "Clearly syllabuses are somewhere wrong, as is shown by the volume of criticism about standards of literacy and numeracy."

Mr Roy Glass, director of the institute, said secondary school syllabuses were not representative for modern economy, especially the purpose and function of industry.

The Government's adult retraining programme, the Youth Opportunities Scheme, wants to expand its training of technicians. Until now the scheme has concentrated on craftsmen and the semi-skilled.

The expansion is among the recommendations to be made to the Employment Secretary by the Manpower Services Commission's following an extensive review of the scheme. Most of the new higher level training will be contracted to colleges and polytechnics.

The commission agreed that the role of existing TOPS centres in the over-19s should be kept under review, being, but, instead, that it should be looked at again next year.

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basic education and university entrance in an industrial society. "The schools lack understanding of how an industrial society works. Study of basic economics and basic social organization are the missing elements in education."

This was true both of secondary schools and of higher education courses, which needed to be related more often to economics and business subjects. More teachers should get industrial experience and more firms should make contact with schools.

The institute is to seek a meeting with the Department of Education and Science to make firm proposals about curriculum changes. The United Kingdom's economic performance, it says, underlines the need for managers of high quality. It calls on the government to give its influence to ensure that industry gets its share of talented people.

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### Skillcentre trainees get pick of jobs

by Philip Venning

Workers who train under the Government's Training Opportunities Scheme (TOPS) stand a better chance of getting a job if they do their training in a skillcentre rather than a further education college.

The annual report of the Manpower Services Commission, published this week, shows that in 1977 a third of all TOPS trainees who studied in colleges had not found any kind of work since the end of their course up to three months earlier.

This compared with only 17 per cent of those who had been to a Government skillcentre. Less than half the college trainees were in work, which used some or all of the new skills they had been taught.

Most of nearly 100,000 TOPS trainees (56,369) underwent re-training in further education colleges. The rest went to skillcentres.

Most of the college trainees were in training for jobs in the public sector, explained by the fact that 42,000 of the college trainees were women. And the report shows elsewhere that in 1977 unemployment among women grew proportionately more than among men.

The report also pointed out that with special needs, confined to account for an increasing share of the unemployed; and for all groups, including the young, the average time they spent without a job rose from 11 weeks in 1976 to 12 in 1977.

For young people aged 16 to 25, the TOPS courses were more successful. The report showed that 20,000 on special short industrial courses, occupational selection courses, and courses for the able under the wider opportunities scheme, had found work since leaving. These courses cost a total of £10m. In addition, nearly £5m was spent on remedial courses for workers with no independent experience of reading, writing or arithmetic.

The report, written by the Manpower Services Commission's Annual Report, 1978, was published by the Department of Education and Science, 120 Whitehall, London, S.W.1. It is available free of charge.

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## Weed out the mad and the misfits, doctor warns colleges and I.e.a.s

by Stephen Cohen

The ease with which mentally ill teachers can obtain jobs was described last week by a former school medical officer. Vicious beaters, schizophrenics, erratic and eccentric men and women can perform well at interviews and land a job before their illness is discovered, he claimed. And, because of the way the system works, they can move easily from one job to another in different parts of the country.

Dr H. MacAnespie, a former senior school medical officer, called for more rigorous assessment of teachers and the screening of job applicants. At the moment medical examinations are carried out at teacher training colleges. "No medical examination, apart from a chest X-ray film, is carried out by the employing authority before a teacher takes up his or her post."

Yet some teachers who break down give a history of psychiatric episodes during student days. "Some teachers, moreover, are basically unsuitable for the job, with possibly inadequate or vulnerable personalities, who have drifted into teaching without proper insight into these areas also may be at risk of breakdown."

A teacher with chronic disorders applying for a job could negotiate an interview successfully and start to teach before their personal difficulties came to light, he said in an article in the *British Medical Journal*.

"This danger could be obviated if the interviews were more searching, if references were always asked for and taken up, or if each school provided screening medical examinations on an annual basis."

Dr MacAnespie said some teachers had worked for years while suffering from manifest psychotic or psychoneurotic illness.

"Thus pupils may be exposed to the prolonged influence of a teacher who is a danger to themselves or to others, or who is a danger to the school, or who is a danger to the community."

There has been another drop in the number of children eating school dinners. Figures released by Education Secretary Sir Keith Williams show that although the number of children at school rose by 105,000 between January and May, the number eating dinners fell by 87,000 to 4,673,000.

The number of paid meals eaten in the summer period dropped from 3,855,000 to 3,722,000. But the number of free meals eaten rose slightly from 1,094,000 in January to 1,151,000 in May.

The figures were released in a letter from Mrs Williams to the Child Poverty Action Group, in which she said that the Government would not step up publicity for free school meals.

Rejecting the group's suggestion that a letter should be sent to all parents informing them about the free meals scheme, Mrs Williams said DES and local authority publicity was effective enough.

## The Illustrated LONDON NEWS

AUGUST

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HENRY MOORE AT 80

Voluntary work, parachute jumping and anti-influenza exercises. John Roper of The Times looks at the practice and principles of Chinese schooling

## Holding high the red banner

Give me a child until he is seven or eight, and he is mine for life, the Jesuit teachers of the Roman Catholic church were supposed to have said. Teachers in present-day China might well echo this sentiment for nowhere in the country is the visitor made more aware of the dedication to achieving "correct thought", the application of the thoughts of Chairman Mao and the practice of his principles than in the country's schools.

At the functionally named Nanking No. 45 Middle School, which I visited last month, Mr. Kim, the director, summed it up: "Students are educated to hold high the red banner of Chairman Mao so that they can have a better knowledge of Marxism. We educate them in all aspects of revolutionary ideas and revolutionary traditions of education so that it enables them to understand the Communist Party from when they are very young and to love socialism, love science and labour, so that they can establish the ideology of serving the Chinese people and the peoples of the world."

The words are given added weight by the two big coloured portraits of Chairman Mao and Hua which dominate one wall of the meeting room. Pupils are never allowed to forget the need to work "for the people". Not only do the 1,800 pupils do voluntary work in their holidays, but senior students also do four weeks productive labour every year, and juniors three weeks. This is arranged by the authorities.

The school has a staff of 130 teachers for its 34 classes and work goes on for six days a week. The day begins at 7.20 am with twenty minutes "self study", apparently an analysis of work done, revision and a check on any homework.

The emphasis is on all-round training to develop practical skills and abilities, and particular talents are encouraged. Mr. Kim was obviously proud that one of his pupils had recently been enrolled in the Central Music Institute of China.



In the shadow of Chairman Mao: nowhere is the visitor to China made more aware of the dedication to achieving "correct thought" than in the country's schools.

Pupils have no choice of subject and domestic skills such as cooking, sewing and carpentry are not taught, "because such things are learned at home". In all, fourteen subjects are taught: politics, Chinese language, maths, a foreign

language (mainly English), physics, chemistry, geography, Chinese history, biology, music, agriculture, gymnastics, fine arts and sports. Spirit and health education are given great importance. Basketball, swimming and table tennis are popular and the big playground (space is no problem) as well as the well equipped with apparatus. The Nanking school has table tennis tables in the ground, made of a concrete with a cement "net" built on a platform. Parachute jumping, also mentioned. Any student wishes to do so is encouraged to take up training.

School pupils have their meals at home: there is no school service because all students live nearby.

Pupils have 50 days off in summer and 20 days in winter, as well as a national one-day holiday to celebrate events such as Day and New Year's Day.

Prevention of ill health is taught at an early age. All children have nursery school onwards are taught to be clean and to wash their face and hands which are performed daily.

Examinations are held regularly to see whether the students have grasped the knowledge or not. Mr. Kim said about 30 per cent of students go on to college or university. On leaving school the student is given a certificate of completion, who study examination results at teachers' references.

Political considerations appear to be never far away during learning processes. An English lesson for 16-year-old pupils, for example, included a discussion of the story of Ni Hua Chi, a little boy who wanted to go to school but whose parents were too poor to send him. "Schools are not for the poor but for the rich," he said. "The children of working people can go to school now."

Australia

## Major inquiry to be launched into teacher training

from John Kirkaldy

SYDNEY

Australia's federal government is to hold a full-scale inquiry into teacher training. The Minister for Education, Senator Carrick, has announced that it would be headed by Professor J. J. Auchmuty, a former vice-chancellor of the University of Newcastle.

Professor Auchmuty will soon take up his position as the committee's full time chairman and he will be assisted by 14 part-time members, who will be announced shortly.

The make-up of the committee is expected to cover a wide range of interests, including a number of persons nominated by the Australian Education Council.

Whether existing institutional arrangements for teacher education and the structure of teacher education courses were wholly satisfactory.

The role of teachers and the interaction and interrelationships of teachers, pupils, the family and the community.

Whether the existing programmes met the needs of children from a range of social and cultural backgrounds, including those from ethnic and aboriginal communities.

The selection, in-service education and professional development of staff engaged in teacher education.

Senator Carrick said that one of the committee's first tasks would be to visit each state's Minister for Education to discuss the inquiry. The secretariat for the committee would be located in Canberra within the Commonwealth De-



Senator Carrick: personal commitment.

(which will be reporting shortly), but would be a self-contained and thorough examination of the whole field of teacher education. It would particularly concentrate on the qualitative aspects of teacher education and would produce its final report in the second half of 1979.

All state governments have agreed to cooperate in the inquiry and will establish working parties to assist the committee. The committee will be free, however, to consult other sources as well as these working parties for information and advice.

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Italy

## School-leaving exam to be more difficult

from Dalbert Hallensteln

MILAN

Italy's secondary school leaving certificate, the *maturita*, will be tougher than next year. The *maturita*, taken after five years of secondary school, allows automatic entry into university and into any faculty in which a matriculation decision to enrol—regardless of the subjects taken at school.

Italian state university or any of its faculties has the right to refuse a matriculation holding the certificate.

For the past decade the *maturita* has become almost impossible to pass. It was reformed in 1969, a year when it was difficult and entry to the various university faculties depended on the subjects studied in the final year.

Educational experts feel that this measure may have the effect of making pupils take the exam more seriously and could result in a more serious study attitude among younger pupils.

But with basic reform takes place, such a change in attitude is unlikely. Secondary pupils are acutely aware that their school qualifications are of little help in finding a job in Italy's shrinking labour market: though at the same time they know that jobs are available for young people with the skills which the existing school system is incapable of giving them.

It is the knowledge which has turned Italy's antiquated secondary school system into a frustrating and often violent farce.

Meanwhile, a violent Church-State controversy has developed between the political parties as to who should actually examine matriculation students.

The Christian Democrats are insisting that the examination board should consist of teachers from the school of the pupils under examination, with one outside examiner to guarantee impartiality.

But the left-wing parties are demanding that at least 50 per cent of the examiners come from outside the school.

France

## Churchmen bid for more influence

from Our Correspondent

PARIS

A thorough reorganization of private church schools is outlined in a document issued recently by the Conference of Bishops. Among the measures proposed is a considerable increase in the influence the hierarchy will exercise.

Over the past ten years Catholic schools have seen a steady fall to around 10 per cent in the number of clerics involved in teaching. Though welcomed by some as bridging the gap between state and private education, this development has been seen as a threat to the essentially religious character of education that church schools ought to pursue.

As long as the majority of teachers were in holy orders, conflict over the future of private education was rare. With the majority now in the hands of laymen, this is no longer the case.

The past nine months have seen an upsurge of disputes between parents, teachers and the hierarchy over the type of relationship that ought to exist between state and private education, and equally controversial unions for improvements in conditions of service.

In future schools will be under the oversight of a diocesan committee numbering some 20 to 35 members. It will be made up of local churchmen including the Bishop's representative, teaching staff, parents, head teachers, and members of lay organizations—drawn from schools in the area.

Among the responsibilities of this body will be the appointment of head teachers. It will also ratify the head teacher's dismissal should the need arise. Particularly significant in view of the fact that among the 35,000 higher education students in the 1976-77 academic year were in receipt of grants at a

United States

## Representatives pass generous schools Act

Clive Cookson, North America Correspondent, reports on a piece of legislation which has pleased education organizations and lobbyists.

WASHINGTON

The United States government's elementary and secondary education programme, which are being reviewed by Congress this year, are in excellent shape now that the House of Representatives has finished with them.

The House passed a generous new Elementary and Secondary Education Act by 230 votes to 20 and sent it on to the Senate.

The Act would authorize federal education programmes worth more than \$10 billion a year for the next five years. However those "appropriations", determined annually by Congress, will not be as great—for example the level for 1979 will be in the \$7 billion region.

The new ESEA will not be fundamentally different from the previous version passed five years ago (the substance of the Act goes back 13 years to President Johnson's Great Society legislation) towards the urbanized north-east and mid-west—"the sunbelt".

However, although the south lost the main regional battle over Title I, defeat was sweetened by the adoption of a new concentration programme proposed by the Carter administration, that will make \$400 million available to school districts with especially high concentrations of poor children. The House agreed to limit this money more at rural and small town poverty.

Another new element in the Bill is a scheme to encourage states to develop their own compensatory education programmes. Washington will match every two dollars states provide for their own programme with one federal dollar. At present less than 20 states have special programmes to help disadvantaged children.

Other major federal programmes reauthorized under the new ESEA include:

—Emergency School Aid. This is the programme that provides financial aid—\$330m in 1979—to districts undergoing racial desegregation.

—Bilingual education. The government will provide \$150m in 1979 to help schools meet the extra costs of educating the three million American children for whom English is a second language.

—Today education. \$76 million will be spent in 1979.

—Basic skills. Here the House departed somewhat from President Carter's proposals and decided to expand the existing "right to read" programme.

—Proficiency standards. A new programme will assist education agencies to establish minimum standards, through testing and remedial instruction.

—Paperwork. The House Bill includes a special add-on designed to cut some of the red tape out of the ESEA.

Republic of Ireland

## Controversy over student loans

from John Walshe

DUBLIN

The possibility of loans for third-level students is being investigated by the Higher Education Authority, a statutory body which makes financial recommendations to the Education Minister. The authority is expected to issue a report before the end of the year.

The investigation began before a recent government Green Paper (TDS, June 30, 1978) and suggested loans as an alternative to the present method of giving grants to students whose parents' income is below a certain level.

However, the main argument against a loan scheme is that nearly all students would try for it and the capital outlay in the first few years would be considerable. Most recent figures show that just over a quarter of the 35,000 higher education students in the 1976-77 academic year were in receipt of grants at a

total expenditure of almost £2,500,000. A further 4,000 other students held a variety of different awards and scholarships at a total cost of £1m.

The loans idea has a number of supporters. Earlier this month the director of the National Institute for Higher Education in Limerick City—Dr Edward Walsh—said the existing grant scheme was "strongly dependent on the state and takes away personal initiative and risk-taking. He called for a combined loan and grants system.

However the Union of Students in Ireland has come out strongly against the Green Paper's loan suggestion. It argues that the administration costs would be very great and that such a scheme would do nothing to promote greater participation in higher education by young people from lower income groups.



## LETTERS

**The state of pre-school provision: what kind? how much? who for? who pays?**

## Why playgroups are special

raising. The nursery class on the other hand, is completely free. This is an over-riding consideration with many, if not most, parents, and makes a mockery of any pretence of free choice.

The second hazard is the Catech 22 of the pre-school world. Parents are often shocked at playgrounds where children gush about the benefits to themselves and to their children, but parents are yet involved however, in no way of knowing what enjoyment and satisfaction they will get, nor of how much it may increase (believe me, understanding that their own children are not the only ones who can prove-built, "educated" and "civilized" classes, it is likely that they will never find out.

A commonly playground is one where parents take part in the play itself and have overall responsibility for administration of the playground. The Pre-School Playgroup organization believes that where good community playgrounds exist, local authorities should introduce no other provision, but should instead grant aid the playgrounds or subsidize the fees so that no family is prevented for financial reasons from attending.

MARGARET HANTON,  
8 Gilke Road, Heston,  
London SE21.

## Confidential, but for good reasons

Sta.—Peter Newell raises important questions about the confidentiality of school inspection reports. He asks: "Reports should not be reported in books (July 21). Maybe they should be published and circulated to parents and anyone interested. One can soa the arguments—based on openness and accountability and the public interest—and they are very persuasive." On the other hand, he wonders how useful would such reports be? Would anyone be frank with inspectors about his problems in a school if no one could read the report? Would inspectors be ready to voice any criticism, if they knew they could find it very immediately into the local press?

To this conf., of inspectors, the ILCA (the local education authorities) has adopted what might be seen as a middle course. An inspection report is confidential, but confidential to the three groups of people who are responsible for the governing body (which includes two or more parents), the staff, and the

But of course this does not mean that we are not deeply conscious of our obligations to parents, particularly in a situation like that at Linden Lodge where anxieties have been expressed. All parents have been invited to give us their views, either in writing or orally (those who have chosen to do so (a minority) are being individually answered. All parents have been told of the main recommendations of the report made for improving the school, and again invited to discuss any matter that concerned them with the assistant education officer for special education. I earnestly hope that they will respond to the invitation and make it possible for us to use their insights to help us improve the situation at the school.

I also hope they will help us build or the strengths that there undoubtedly are in Linden Lodge, which are the most dangerous to be overlooked in the present publicity.

ANNE SOFER,  
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## On and off the shop floor

David Marsh

This picture of mental turmoil leading to violent results, of internal forces guiding



National Film Archive

Mann's career may be divided into three parts: the forties crime thrillers (*T-Men*, *Border Incident*); the fifties Westerns; and the sixties historical epics (*The Fall of the Roman Empire*). It was, however, the westerners for which he rightly became acknowledged as an inventive and original talent. His films among the first in *Devil's Doorway*, with Robert Ryan, and *Gunfight at the O.K. Corral* to highlight the plight of the Indian. *Gunfight* (1957), *The Man from Laramie* (etc.) have contributed to the move away from the traditional western, and the film has a more complicated view of characters and motives. Central to this was his blurring of good and bad moral elements, the contradictory nature of the hero and the use of violence, unlawful means to satisfy one man's view of righteousness.

Mann's themes reflect the wider preoccupa-

With his revouge Westerus (*Whore the River Bands; The Man from Laramie*, etc) has contributed to the mavs away from the strictly narrative, straightforward Western to a more complicated view of obnoxious and motives. Central to this was his blurring of good and bad moral elements, the contradictory nature of the hero and the use of violent, unwholesome means to satisfy one man's view of righteousness.

Mann's themes reflect the wider preoccupa-

## Valerie Alderson on the complex art of indexing

The complexity of indexing was all brought home by Professor Pearson's d

It is the need for this kind of judgment, which has to be exercised even more where decisions in subject-matter are to be made, that makes the Society's members confident that they will be able to absorb and turn to their own use the vast amount of information being rapidly made available, and to do so in a judicious, rather than being misled by it and declaring volubly.

That there is still a long way to go before the index in many books comes up to the higher standards expected of registered librarians of the Society, is obvious to anyone who has had occasion to consult a book, and more than in the field of children's books. As Mr. Marchand, calling for the teaching of index skills, and in particular the use of the index

world decreasing London.

But, as the leading publisher is chiefly concerned with getting his books sold, he does not sell direct to the user, who *may* be concerned with the quality of the index, but he sells to the bookseller, who rarely seems to give it a thought when placing his order. This means that the kind of marketing pressure which can, for example, be directly related to the quality of the index, is virtually non-existent, where the user is not the bookseller.

How many reviewers actually mention the index even though they may have found it inefficient and inaccurate when compiling their articles?

That the Society of Indexers is making a desperate bid to establish itself as a recognized body is understandable, especially in view of the fact that the American Association of Indexers and Abstractors, a much larger body,

can be settled by a shoot-out on  
street at high noon.

the fourth is discussed and criticized by some of these authors and

are the greatest obstacles to industrial democracy. They believe that its introduction will humanize the

consideration to the Marxist perspective.

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## Boundary Layer Climates

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## 18 Books/Anthropology/Education

## Beyond an ode to Psyche

Roger Just on classics and anthropology

Anthropology and the Greeks.  
By S. C. Humphreys.  
Routledge and Kegan Paul 19.95.  
7100 8785 3.

When classicists invoke anthropology it is all too often still with reference to fertility, unattractiveness, magic or some other aspect of the irredeemably exotic lurking in the corner of the classical psyche or in the prehistory of the Greeks where it can safely be assumed to lie beyond the bounds of most sensible scholarship. Perhaps this is not surprising.

However, continues to be the best known anthropologist in those outside the discipline (even if he has been the least influential writer within it), and it was the nineteenth and early twentieth centuries which saw the collaboration of anthropology and classical studies before they recoiled in mutual suspicion. Happily this situation is changing, and a number of present-day classicists and ancient historians are looking again towards anthropology not to the hope that it might provide them with ready-made theories to handle such elements of this "irrational" or the "primitive" as fall outside their competence, but in the realization that classical studies and anthropology are engaged in an essentially similar undertaking: the description and analysis of the forms of social life.

In this context much is owed to Solly Humphreys, and on two counts: first, for the establishment at University College London of a combined course in ancient history and social anthropology which has been raising, for some years, second, for her own written contributions to the study of Greek society which have been informed throughout by a thorough knowledge of anthropological theory and practice.



Illustration of a classical vase, likely a red-figured vase, showing a figure in a dynamic pose.

The present volume contains a collection of 10 essays by Mrs Humphreys (one of them written in collaboration with Professor Arnaldo Momigliano) most of which have appeared earlier in various academic publications. As a collection, they provide an invaluable introduction to the possibilities of a combined anthropology and ancient history, though the reader had best be warned that the book is not intended as a primer for either subject.

The first three essays, which form part one of the volume, "Classical studies and anthropology", explore the history and mutual relationships of both disciplines. The essay on the economics of Karl Polanyi, however, would hardly be much interest for the professional anthropologist as it would for the ancient historian newly approaching the subject, while the account of Louis Gernet's work may serve to draw the attention of ancient historians to a great and rather neglected scholar.

anthropologists of the substantial body of historical investigation conducted within the tradition of the French *Annales* sociological school.

With the exception of "Archaeology and the social and economic history of classical Greece", which deals with problems of method, the seven essays which make up parts two and three of the book, "Economy and society" and "Structure, context and communication", are all substantive and largely successful attempts to deal with various aspects of Greek social structure, ranging from the relationship between town and country in ancient Greece to the position of the intellectual and his "transcendence" of traditional and institutionalized forms of authority.

Such essays, whether they are concerned with kinship in ancient Athens, or the relationship between politics and the economy, all fall within the scope of Greek social and economic history; but they will serve also, I hope, to persuade classicists that the theoretical debates which have so engaged the social sciences are not irrelevant to the practice of their discipline. Classicists have achieved great precision in the study of texts and artifacts, but psychological, cultural and social assumptions are often left unstated.

It is also to be hoped, however, that such classicists as Mrs Humphreys, by continuing to apply an anthropological perspective to fields of traditional historical inquiry, will provoke within anthropology itself the sort of theoretical refinement necessary if we are ever to deal in a rigorous manner with the nature of historical and complex societies. Anthropology and the Greeks is an account of two subjects, but it also spells their integration as much as their collaboration.

## Lang, lit, learn

Language in Teaching and Learning.  
By Hazel Francis.  
Allen and Unwin 15.50. 04 407003 9.  
12.50. 04 407004 7.

Once upon a time, not so long ago, it all seemed fairly simple. There was a subject called English. Sometimes it was King Lang, in which you taught children about grammar and punctuation, sometimes it was Queen Lit, in which you taught them about literature. But now, it seems, it is all so complicated that even the teachers are confused. The book is a collection of essays, some of which are written by teachers, and some by scholars. It is a very good book, and it is worth reading.

Now most of the certainties have vanished, and increased scholarship and sophistication have brought new levels of uncertainty and complication. Facts and concepts are no longer sealed containers, mounted on the back of a neutral vehicle called "language". Rather, language itself is bound up inextricably with the meanings and concepts which it is used to convey. Philosophers have realized this for a long time, but it is only during the past few years that the implications have begun to permeate into education, helped on their way by the influence of individual thinkers like Basil Bernstein.

During the sixties and early seventies we had much exploration of the relationship between language and learning. Names such as James Britton, Kenan and Nancy Martin have cropped up continuously in a debate which was summing up and giving practical expression in the Mullock Report of 1975.

One result of this exploration of scholarship is that it has become very difficult for any teacher, no matter how zealous a student of educational trends he might be, to

read it all and put it into his own perspective. It is a very good book, and it is worth reading.

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## Guides through a labyrinth

Martin Fagg on nineteenth-century British history

Britain in the Early Nineteenth Century.  
By A. D. Harvey.  
Basil Blackwell 11.50. 7134 1032 9.  
The Emergence of the Labour Party 1880-1924.  
By Roger Moore.  
Routledge and Kegan Paul 7.50. 340 17890 4.  
Success in British History 1760-1914.  
By Peter Lane.  
John Murray 12.75. 7195 3483 6.

The scope and presentation of the Revolutionary and Napoleonic Wars and the colour and drama of such watershed events as Trafalgar and Waterloo have tended to overshadow the domestic history of the period. Any work that adds substantially to our knowledge and understanding of what was going on in Britain at the start of the nineteenth century is welcome, but especially so when it arrives in the shape of such a finely researched and deeply considered study as Dr Harvey's.

Warning us against seeking in the early nineteenth century the sort of political relevance to our own age that the book does not have, Dr Harvey shows that the fundamental matter of political dispute at the time was not reaction versus reform but royal prerogative. Wide disparities in the politics on such issues as Catholic relief and parliamentary reform make clear-cut arguments impossible to find in every field but that of prerogative, where alone the lines were drawn on a recognizably party basis.



"New crowns for old ones!" (Aladdin adapted). A cartoon from Punch 1876.

revolution. This analytical narrative is flavoured by a detailed examination of the social and ideological context of politics at the time; and by a final consideration of the extent to which the political system of the 1800s contributed to social and

economic change. Though the War led to the enormous enrichment of the manufacturing classes at almost everyone else's expense, Dr Harvey portrays the upper classes as reacting to the onrush of their political and economic power and influence during the first three decades of the century that was to end with their near collapse. His book deserves a wide readership for its many new illuminations.

The past few years have seen the publication of several lively and perceptive studies of the origins and history of the Labour Party. Mr Moore's book has therefore several strong rivals already in the field. However, by virtue of finest style, sound proportion, abundance of significant detail and, above all, balance and lack of bias, it need fear no adverse comparison with previous surveys across the same controversial territory.

Those who chronicle the fortunes of the Labour Party have performed a noble task, but such books as this are stepping stones, and the pertinence of the questions and reading lists with which Mr Lane concludes each section should certainly encourage the student to press on in quest of more detailed knowledge.

## Absorbing pastimes

Charles Hannam

The Teaching of History. By Dennis Gunkel.  
Croom Helm 17.95. 85664 668 7.  
History Teaching and Historical Understanding. By A. K. Dickinson and P. J. Lee.  
Helm 16.00. 830291 7. £2.80. 135 80290 9.

Schools of education and colleges have long been trying to influence the teaching of history; and I should like to think that there have been improvements in two directions. We have, perhaps, become more humble vis-à-vis the actual problems of teaching and classroom management; and we no longer see innovation as a complex business and not just a question of exhortation or prescription.

There are also widely differing views of what teachers should do. The universities with a tendency to be suspicious of educational practice unless it produces "first class material" for their departments, the schools who need well-organized teachers who keep their classes under control, and the children, who ought not to reject history because teachers are unable to make it meaningful for them.

What needs to be emphasized is that interdependence: they are all part of the lifecycle of the educational system. It is like the cycle of the river: the organism will not survive without its last. In the struggle to train teachers effectively a number of books have come out in the past decade which not only quash the dilemma but try to show the way forward. They are, however, both practical and philosophical.

The Teaching of History is written for the teacher in the classroom who needs to survive in several ways: the examination class, the mixed ability group, remoulding existing practice and with the children who are often thick with history and words, unless the author's starting point is the basic work of Piaget, Bruner and Bloom. He carefully examines the formation of concepts, that is, the level at which children can understand, what sort of language will be helpful here, and

how we must learn to interpret what superficially might be seen as lack of understanding or stupidity. Gunkel approaches mixed ability teaching through the use of Roman, medieval and nineteenth-century ships all the way through secondary school just will get do. The use of a wide range of pictures, source material and field trips is a sure way to engage the interest of all pupils and a number of strategies for teaching are suggested. Their reactions are used using the conceptual tools of the psychologist without too much of the jargon. This is a thoroughly practical book which I can certainly recommend to my students. I can imagine him finding it possible to rethink aspects of his work without feeling that he has been hectoring or patronized.

History Teaching and Historical Understanding contains essays by practising teachers and the volume is a welcome addition to the shelves of teachers and students alike. Briggs are concerned with teacher training and education. I like the underlying assumption that there has been less change than we had hoped for and the suggestions as to why some of the grandiose projects have not taken root.

There is a positive determination to catch up with the work that has revolutionized English teaching. The chapter on "Language of History" takes a long account of the recent work on "historical communication" where he calls for the help children need to "recode" new knowledge by talking about it and where the everyday experience of the pupil must be integrated with the language of the textbook. The nature of evidence and the educational objectives are examined rigorously. Due credit is given to the work of Collingwood and Pines and this is the starting point for a stimulating examination.

The framework for the "New History" exists but, in too many instances, like the Millennium, it is still to come. The essays are documented in an impressive degree and will be invaluable for teacher training and in-service work. There were times when I would have enjoyed a touch of irreverence or a few further questions of some of the basic assumptions; but the essays reflect the present sober mood and the fingers burnt on facile experiments.

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## Among this week's contributors:

Derrick Barlow lectures in German Literature at Oxford.  
F. R. H. Du Boulay is Professor of medieval history at Bedford College, University of London.  
Peter Fanning teaches English at Latymer Upper School.

Gerald Hough is head of Henry Beaufort School, Bedfordshire.  
Roger Just is a fellow of Wolfson College, Oxford.  
James Porter is director of the Commonwealth Institute.

## Their Graces

Martin Fagg

The Two Duchesses. By Arthur Hutchinson 16.95. 09 132550 1.

Though few of us fortunately are quite as susceptible to duchesses as Ramsey MacDonald ("Every duchess in London will be waiting to kiss me tonight!" he is alleged—probably, alas, apocryphally—to have exclaimed after "serving the country" by joining a National Government in 1931) they are usually good for a good read, and do not, in Arthur Calder Marshall's latest biographical excursion, by any means let us down.

Was this boy, baby, purportedly born to Georgiana, Duchess of Devonshire, the "official" wife of the Fifth Duke in Paris, in the thick of the revolutionary tumults of 1790, truly her issue? Or was it the foetus of the offspring of the infamous Lady Elizabeth Foster, the couple's dearest, dearest friend and, after Georgiana's demise, to take her marital place? At all events, the child, William (or "Harry" as he was commonly known) was never denied his status as the long-awaited and fully legitimate heir, and in the course of time, and in the course of time, he has become a legend in his own right.

The clacking tongues of contemporary gossip have, however, been hushed, and any attempt to disentangle this intricate and, in some ways, complicated, history of the boy's life and his subsequent career is a task that has been undertaken by the author himself on page 14, when he writes: "The position of the newly qualified teacher in schools in 1978, and for the foreseeable future is utterly different from the circumstances in which the Induction Year policy was recommended by the James Report." That is undeniably true, but unfortunately all the arduous that we read in the book date even the James Report and most are based upon work done in the studies. One only has to read the names of the colleges to realize that the changes have taken place. Clough College, due to close next year, and both Lich-

## Train to teach to train

James Porter

Doglaning Teaching in Professional Partnership. By Norman Evans.  
Hodder and Stoughton 11.95. 340 22916 0.

Whatever the James Committee may have failed to achieve in terms of the reform of teacher education, it did succeed in stimulating a substantial number of educators to write books peeling up various thistles from the report. The latest volume is an excellent example of this, and it is a pity that it should be so little known.

Of course, one would not expect the author to be a teacher, but the book is written by a teacher, and it is a pity that it should be so little known. The book is written by a teacher, and it is a pity that it should be so little known.

However, one of the main difficulties in the book is that it is written by a teacher, and it is a pity that it should be so little known. The book is written by a teacher, and it is a pity that it should be so little known.

Lonsdale and St John's College in merged to become very different institutions. The book is written by a teacher, and it is a pity that it should be so little known.

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## Translators' craft

The Marquise of O — and other stories. By Heinrich von Kleist.  
Translated into English by David Lake and Nigel Reeves.  
Penguin 12.50. 14 014 359 2.

Selected Poems. By Heinrich von Kleist.  
Translated into English by David Lake and Nigel Reeves.  
Penguin 75p. 14 042 079 7.

Although Heinrich von Kleist has long been recognized in his native Germany as a writer of genius, his work is still relatively little known in the English-speaking world. This is a pity, for his work is of a high quality, and it is a pity that it should be so little known.

Of course, one would not expect the author to be a teacher, but the book is written by a teacher, and it is a pity that it should be so little known. The book is written by a teacher, and it is a pity that it should be so little known.

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characteristic metres, rhythms and rhyme-schemes, even striving to imitate the sometimes involved syntax of the original German. Perhaps the most successful renderings are those from the *New Poems*. By contrast, the two elegies appear too contrived, while the subtle overtones of meaning, so important in these later works, are inevitably lost in translation. The selection is preceded by a brief introduction which provides an outline of Kleist's life and offers some useful information on his artistic aims. The German titles of the poems, together with the date of composition, are given in the notes.

Derrick Barlow

Letters from my Windmill. By Alphonse Daudet, translated by Frederick Davies.  
Penguin 50p. 14 044 334 7.

The quiet charm of *Le moulin de mon Moulin* has no place these days in school French. Even with imaginative and enterprising teachers the choice of classics would fall on more fashionable and evident voices. And yet in this gentle, meandering and unassuming way, Daudet has much to tell us about human nature, about our follies as well as our virtues.

From his old-fashioned mill, in the heart of his beloved Provence, the eternal optimist observes the characters and minor dramas of village life, never judging, always sympathetic. It is no easy task to describe Daudet's light and unassuming touch with his underlying humour and poetic quality. The playfulness of his style is like the cycle of the river: the organism will not survive without its last. In the struggle to train teachers effectively a number of books have come out in the past decade which not only quash the dilemma but try to show the way forward. They are, however, both practical and philosophical.

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AHWAZ (78 HO 132)

Duties: to teach general English and/or English for Special Purposes in the new British Council Centre.

Qualifications: Degree plus RSA (TEFL) certificate/one-year TEFL diploma/International House Certificate and minimum 2 years' EFL teaching experience essential. Single candidates only eligible.

Salary: £4,058-£4,784 p.a. tax-free. Benefits: Ahwaz allowance £808-£715 p.a.; free furnished accommodation; baggage allowance £150; employer's portion of UK superannuation.

All two-year Sub Formula contracts, renewable.

IV THE BRITISH COUNCIL/NATIONAL

IRANIAN OIL COMPANY

AHWAZ (78 HO 133-135)

2 SENIOR TEACHERS AND 1 TEACHER

To teach English for Special Purposes in the Oil Company. Senior teachers also to do testing and course planning.

Qualifications: degree and 4 years' postgraduate qualification in TEFL for all three posts plus 4 years' relevant experience for Senior Teachers. Teaching certificate plus 2/3 years' relevant experience for teachers. Single teachers or married teaching couples preferred.

Salary: Senior Teachers: £5,000-£6,129 p.a. tax-free. Teacher: £4,058-£4,784 p.a. tax-free.

Benefits: Ahwaz allowance £750-£318 p.a. and £808-£715 p.a. respectively; free furnished accommodation; employer's portion of UK superannuation.

All two-year Sub Formula contracts, renewable.

Return fares are paid. Please send briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council, 11 Grosvenor Gardens, London SW1W 2AA.

Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Eland House, Stag Place, London SW1E 6BN.

HELPING NATIONS HELP THEMSELVES

La 3M Italia SpA  
cerca per la sua scuola interna di lingua

## English Language Teachers

si richiede -

- media lingua
- conoscenza lingua italiana
- disponibilità ad una permanenza almeno biennale in Italia

si offre -

- vantaggiose condizioni economiche
- ambiente di lavoro moderno e dinamico
- corso di aggiornamento professionale presso una consociata europea
- Sede di lavoro Milano - Italia
- Inviare dettagliato curriculum vitae a -



3M Germany GmbH Language Training Dept.,  
4040-Neues Carlshurzf Strasse 1, Düsseldorf,  
Germany.



## Oxford University Press

### Marketing Representative - Scandinavia

The English Language Teaching Department is looking for a representative to promote its books to all outlets in Scandinavia and to report on market conditions. The job is initially based in Oxford and entails about five months travel a year. The person appointed will be required to advise on the feasibility of setting up an OUP office in Scandinavia and should be prepared to take up residence abroad within one year of being appointed.

The ELT Department is one of the fastest expanding sections of the Oxford University Press; a commercially-minded person with energy and ideas is needed to strengthen the marketing team. A thorough knowledge of English Language Teaching books and/or ELT experience is highly desirable and a knowledge of relevant languages would be an advantage.

The person appointed is likely to be under 35 and will be looking for an opportunity to advance his or her career. Salary, while based in the UK, will be between £4,000 and £6,000 p.a. depending on experience; salary when based overseas will be subject to negotiation.

Applications (with curriculum vitae and details of present salary) to L. R. Swanzy, Personnel Department, Oxford University Press (Publishing), Welton Street, Oxford OX2 6DP.

## OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

### Lecturers in Special Education

Kenya

To undertake initial and in-service Teacher Training of student teachers for special schools for disabled pupils. Applicants, aged 30-50, should have a Degree and Teachers Certificate together with experience of at least two years' tertiary education including classroom teaching, and at least two years' experience of teaching in a Teacher Training College, preferably in the UK. A wide knowledge of theory, and practical experience, in field of teaching the hearing impaired is desirable. Appointment three years. Salary in range £3,681-£3,989 p.a. including allowance, normally tax-free, in range £3192-£5130 p.a. Gratuity 25% p.a. of basic salary.

### Primary Teacher

Botswana

To teach the full range of Primary subjects and participate fully in extra-curricular activities. Applicants, under 55, should have a non-graduate Primary Teacher's Certificate and a minimum of two years' primary teaching experience. Appointment 60-90 months. Salary (currently under review) in range £3,855-£3,983 p.a. including allowance, normally tax-free, in range £2,412-£4,104 p.a. Gratuity 25% p.a. of basic salary.

Other benefits include free family passages, children's education allowance and subsidised accommodation. An appointment grant of up to £300 and an interest-free loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting ref 3181, to the post concerned, giving details of age, qualifications and experience to:



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Eland House,  
Stag Place, London SW1E 6BN.

HELPING NATIONS HELP THEMSELVES

# OVERSEAS TEACHING POSTS

## SENIOR ENGLISH TEACHER

MUHARRAQ AND AL HOORA GIRLS' SCHOOL (COMMERCIAL SECTION)

## HEAD OF ENGLISH DEPARTMENT

MANAMA GIRLS' SECONDARY SCHOOL

(BAHRAIN)

Qualifications: Candidates, women only, should be UK citizens and have a British educational background. A degree and teacher's certificate together with secondary school teaching experience are essential. Required for September 1978 or January 1979.

Salary: £4,233-£5,820 p.a. free of local taxation. Benefits: Overseas allowance up to £877 p.a.; free furnished accommodation; annual passage-paid home leave. Two-year Sub-Formula, Direct Service contracts, renewable.

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

## LECTURER IN ENGLISH METHODOLOGY AND TEACHING PRACTICE

(YEMEN)

Faculty of Education, University of Sana'a. Duties will also include some teaching in the English Department.

Qualifications: Degree in English or Modern Languages from a British university plus a teaching qualification, preferably TEFL, and five years' experience (including some overseas experience) in teacher training centres. Salary: £5,881-£7,707 p.a. + 10% Inducement.

Benefits: Free furnished accommodation; personal and children's allowances. Two-year KELT contract, renewable.

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

## TEACHER FOR GENERAL SCIENCE AND PRIMARY MATHEMATICS

(OMAN)

Royal Guard Regiment Boys' Technical School, Seeb. Candidates, men only, must be qualified teachers with two years' relevant experience.

Salary: £5,487-£7,317 p.a. tax-free. Benefits: Free furnished accommodation; annual increment; terminal gratuity; annual passage-paid home leave. Two-year contract, renewable.

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

## INSPECTOR OF ENGLISH

(OMAN)

Ministry of Education, Balineh Coast. To inspect schools, organise in-service training for English Language teachers and provide assistance with various aspects of ELT including materials production.

Candidates, men only, between 35-50, must have a postgraduate qualification in TEFL or MA in Linguistics and TEFL experience, preferably in inspecting and teacher training.

Salary: £5,000-£6,129 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 WE 7

## ASSISTANT PRIMARY TEACHER

(OMAN)

United English-Speaking School. To teach general primary subjects in the Infant Department. Some extra-curricular duties and assistance with lower Junior school.

Candidates, single men or women only, must be qualified with UK primary school teaching experience. Salary: £4,785 p.a. tax-free.

Benefits: Annual increment; free furnished accommodation; car allowance; annual passage-paid home leave. Two-year contract, renewable.

78 WS 67-68

## ENGLISH LANGUAGE TEACHING CONSULTANT

(LEBANON)

The English Section of the Centre for Educational Research and Development, Beirut.

Qualifications: Degree in English or Modern Languages, plus MA in Applied Linguistics or a one-year university diploma in TEFL/ESL. At least five years' relevant experience, preferably at tertiary level, in the developing world is desirable.

Salary: £5,881-£7,707 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

Duties: curriculum development, materials production including radio and TV programmes. Pre-service and in-service teacher training.

Qualifications: Candidates preferably 35-55 should have postgraduate qualification in Modern Languages/Linguistics with Dip TEFL. At least six years' overseas experience in all aspects of TEFL required.

Salary: £5,881-£7,707 p.a. + 10% Inducement. Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

## ENGLISH ADVISER

(BANGLADESH)

University Grants Commission, Dhaka. To develop an effective ELT/ESP policy and strategy, especially at tertiary level, for Bangladesh in co-operation with the University Grants Commission.

Qualifications: Degree, MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.

Salary: £5,881-£7,707 p.a. + 10% Inducement. Benefits: Overseas and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 PU 157

## HEAD OF PHYSICS

(GHANA)

Ghana Secondary School, Tamale. To teach Physics to 'D' and 'A' levels and organise the teaching of the subject.

A degree in Physics and five years' teaching experience including 'A' level are essential.

A teaching qualification is desirable. Preferred age range 25-50.

Salary: £4,010-£5,580 p.a. Benefits: Free furnished accommodation; overseas and children's allowances; employer's portion of superannuation. Two-year Formula contract from September 1978 or January 1979, probably renewable.

78 TS 182

## LECTURER IN ENGLISH

(CAMEROON)

University of Yaounde. Duties: Lecturing in English Language with possible involvement in teacher training.

To lecture for and supervise the Postgraduate Diploma in English Studies.

Qualifications: Degree in English (or Modern Languages), Postgraduate qualification in English Language (preferably PhD) plus relevant experience and fluent French.

Salary: £5,881-£7,707 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 RU 46

## LECTURER IN ENGLISH

(TOGO)

University of Benin, Lomé. To teach English Language, Literature and British Institutions to 1st degree students and administer the 1st year English specialties.

A first degree in English or Modern Languages, a postgraduate qualification in TEFL and a knowledge of French are all essential.

Salary: £5,000-£6,129 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract from September 1978 or January 1979.

78 TU 81

## LECTURER IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (TESL)

(KENYA)

Kenyatta University College, University of Nairobi. To devise and teach courses on language education and communication skills for DipEd/BAEd students.

Degree, preferably in English or Modern Languages, plus MA in Applied Linguistics or a one-year university diploma in TEFL/ESL. At least five years' relevant experience, preferably at tertiary level, in the developing world is desirable.

Salary: £5,881-£7,707 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year contract, renewable.

78 WS 80 (Muharrag)  
78 WS 131 (Manama)

Salary: £5,881-£7,707 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 HU 35

## LECTURER IN EFL/ESP

(SUDAN)

Budan English Language Teaching Institute, Khartoum. To prepare and teach EFL and ESP courses at intermediate and advanced levels for private and public sector employees.

Degree plus MA in Applied Linguistics (or one-year University Diploma in TEFL) and at least two years' relevant ESP experience.

Salary: £5,000-£6,129 p.a. + 10% Inducement. Benefits: Personal and children's allowances; free furnished accommodation. Two-year KELT contract, renewable.

78 HO 122

78 HO 122

## SENIOR LECTURER IN ENGLISH

(TEACHER TRAINING)

(HONG KONG)

English Language Institute, The British Council. Candidates should have an MA in Linguistics or a one-year postgraduate TEFL/TEFL qualification plus at least five years' experience in TEFL/TEFL which includes teacher training. Preferred age range 35+.

Salary: £5,881-£7,707 p.a. Benefits: Personal and accommodation allowances and other benefits. Two-year contract.

78 FO 181

78 FO 181

## TEACHERS OF ENGLISH

(ITALY)

British Council Institutes, Milan and Naples. Required from 4 September 1978 to teach English as a Foreign Language for 21 hours per week at all levels from beginners to advanced.

Candidates, preferably single, should hold a degree (English or Modern Languages preferred) from a British university, together with a formal TEFL qualification and a minimum of one year's TEFL experience.

Salary: £483,000-£68,000 per month (£308-£374 at current rates of exchange). Benefits: 48 days' annual leave; annual end termination bonus; local contract.

78 TS 119-121

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## BBC RADIO HUMBERSIDE EDUCATION PRODUCER

(£5,000-£6,500 p.a.)

Responsible for the educational elements in the station's output and for initiating, devising and producing programmes which cater for the educational needs of the community as a whole. As significant educational experience is necessary, as well as a good microphone voice and possession of a current driving licence. A knowledge of audio work and a knowledge of the Hull area are desirable.

Telephone or write immediately, enclosing addressed envelope, for application form quoting reference 78.0.144378, to: Appointments Department, BBC, London W1A 1AA. Tel: 01-590 4468, Ext. 4619.



## PITMAN PUBLISHING LIMITED

### Editor: Art and Craft

The Pitman list of art and craft titles is one of the best in the world. We need a sponsoring editor to maintain and develop our growing reputation as originators of top-quality art instruction books and works for the serious practicing craftsman.

Such an editor should have had considerable commissioning experience in this field, and be fully conversant with all stages of the production of first-class illustrated books. A car is provided, and the right candidate can expect a salary commensurate with the high responsibility of the post.

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## WILLESDEN COLLEGE OF TECHNOLOGY TYPING POOL SUPERVISOR AP3

(£3,732 to £4,146 plus £285 London Weighting)

A good typist is required as the working supervisor of a busy combined typing pool and reprographic section (six staff).

35-hour week, with 3.45 finish on Fridays. Job description and application form available from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 8th August.

Telephone 01-903 0371. (24-hour Ansafone service).

Reference number E/5/D must be quoted.

## LONDON BOROUGH OF BRENT

### IS YOUR EDUCATION AND ENERGY BEING PUT TO FULL USE? ARE YOU EARNING ENOUGH? DO YOU HAVE JOB SATISFACTION? ARE YOU UNCERTAIN ABOUT YOUR FUTURE?

As part of their new major development programme within the United Kingdom, the

## SUN LIFE ASSURANCE COMPANY OF CANADA

has a number of openings in their full-time sales, pensionable field force. We are particularly interested in the LIVERPOOL and MANCHESTER areas of England.

Applicants (Men/Women) should be aged between 25-45 and have had a good education, are energetic and possess a positive personality. A first-class financial training will be given together with the opportunity to earn a high level of salary. Please reply giving curriculum vitae, in writing to

Philip T. English B.Sc., D.Ph.  
Development Advisor,  
2, 3 & 4 Cockspur Street,  
London SW1Y 5BH.  
or ring for appointment  
01-236 9117  
(for LIVERPOOL and MANCHESTER areas)

## MISCELLANEOUS Appointments continued

### WALTHAM FOREST EDUCATION COMMITTEE

The Borough of Waltham Forest is seeking applications for the post of Education Officer. The successful candidate will be responsible for the educational needs of the community as a whole. The post is full-time, salaried, and requires a degree in Education or a related field. Applications should be sent to the Education Officer, Waltham Forest Council, 100, High Road, Leyton, London E15 6QJ.

Closing date: 10th August 1978.

### WALTHAM FOREST EDUCATION COMMITTEE

The Borough of Waltham Forest is seeking applications for the post of Education Officer. The successful candidate will be responsible for the educational needs of the community as a whole. The post is full-time, salaried, and requires a degree in Education or a related field. Applications should be sent to the Education Officer, Waltham Forest Council, 100, High Road, Leyton, London E15 6QJ.

Closing date: 10th August 1978.

### BRENT EDUCATION COMMITTEE

The Borough of Brent is seeking applications for the post of Education Officer. The successful candidate will be responsible for the educational needs of the community as a whole. The post is full-time, salaried, and requires a degree in Education or a related field. Applications should be sent to the Education Officer, Brent Council, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### LONDON NWS MEDIA DEPARTMENT ORGANISATION

The London Newsweek is seeking applications for the post of Media Department Organiser. The successful candidate will be responsible for the media department of the London Newsweek. The post is full-time, salaried, and requires a degree in Media Studies or a related field. Applications should be sent to the Media Department Organiser, London Newsweek, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### DEVELOPMENT EDUCATION OFFICER

The Development Education Office is seeking applications for the post of Development Education Officer. The successful candidate will be responsible for the development education work of the office. The post is full-time, salaried, and requires a degree in Development Education or a related field. Applications should be sent to the Development Education Officer, Development Education Office, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### LECTURERS opening small independent

The Lecturers are seeking applications for the post of Lecturer. The successful candidate will be responsible for the lecturing work of the independent institution. The post is full-time, salaried, and requires a degree in the relevant field. Applications should be sent to the Lecturers, Lecturers, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### DOVER POOLS AND CONCRETE ADVENTURE

The Dover Pools and Concrete Adventure is seeking applications for the post of Dover Pools and Concrete Adventure Officer. The successful candidate will be responsible for the dover pools and concrete adventure work of the officer. The post is full-time, salaried, and requires a degree in Dover Pools and Concrete Adventure or a related field. Applications should be sent to the Dover Pools and Concrete Adventure Officer, Dover Pools and Concrete Adventure, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### WALSLEY EDUCATION OFFICER

The Walsley Education Office is seeking applications for the post of Education Officer. The successful candidate will be responsible for the education work of the office. The post is full-time, salaried, and requires a degree in Education or a related field. Applications should be sent to the Education Officer, Walsley Education Office, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

## English as a Foreign Language

### BEDFORDSHIRE

The Bedfordshire Education Authority is seeking applications for the post of English as a Foreign Language Officer. The successful candidate will be responsible for the English as a Foreign Language work of the authority. The post is full-time, salaried, and requires a degree in English as a Foreign Language or a related field. Applications should be sent to the English as a Foreign Language Officer, Bedfordshire Education Authority, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### KING'S SCHOOL, OXFORD

The King's School, Oxford is seeking applications for the post of English as a Foreign Language Officer. The successful candidate will be responsible for the English as a Foreign Language work of the school. The post is full-time, salaried, and requires a degree in English as a Foreign Language or a related field. Applications should be sent to the English as a Foreign Language Officer, King's School, Oxford, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### TEFL. Wanted, TEACHER

The TEFL. Wanted, Teacher is seeking applications for the post of TEFL. Teacher. The successful candidate will be responsible for the TEFL. work of the teacher. The post is full-time, salaried, and requires a degree in TEFL. or a related field. Applications should be sent to the TEFL. Teacher, TEFL. Teacher, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### REDBRIDGE EDUCATION OFFICER

The Redbridge Education Office is seeking applications for the post of Education Officer. The successful candidate will be responsible for the education work of the office. The post is full-time, salaried, and requires a degree in Education or a related field. Applications should be sent to the Education Officer, Redbridge Education Office, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

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Closing date: 10th August 1978.

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Closing date: 10th August 1978.

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Closing date: 10th August 1978.

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Closing date: 10th August 1978.

## SOUTH COAST

The South Coast Education Authority is seeking applications for the post of South Coast Education Officer. The successful candidate will be responsible for the South Coast education work of the authority. The post is full-time, salaried, and requires a degree in South Coast Education or a related field. Applications should be sent to the South Coast Education Officer, South Coast Education Authority, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### TRADES AND EXPERIENCE

The Trades and Experience is seeking applications for the post of Trades and Experience Officer. The successful candidate will be responsible for the trades and experience work of the officer. The post is full-time, salaried, and requires a degree in Trades and Experience or a related field. Applications should be sent to the Trades and Experience Officer, Trades and Experience, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### COMMISSIONER

The Commissioner is seeking applications for the post of Commissioner. The successful candidate will be responsible for the commissioner work of the officer. The post is full-time, salaried, and requires a degree in Commissioner or a related field. Applications should be sent to the Commissioner, Commissioner, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### ITALIAN GRADUATE

The Italian Graduate is seeking applications for the post of Italian Graduate. The successful candidate will be responsible for the Italian graduate work of the officer. The post is full-time, salaried, and requires a degree in Italian Graduate or a related field. Applications should be sent to the Italian Graduate, Italian Graduate, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### TEFL. Wanted, TEACHER

The TEFL. Wanted, Teacher is seeking applications for the post of TEFL. Teacher. The successful candidate will be responsible for the TEFL. work of the teacher. The post is full-time, salaried, and requires a degree in TEFL. or a related field. Applications should be sent to the TEFL. Teacher, TEFL. Teacher, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

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Closing date: 10th August 1978.

Closing date: 10th August 1978.

## E.F.L. TEACHER TRAINING COURSE

The E.F.L. Teacher Training Course is seeking applications for the post of E.F.L. Teacher. The successful candidate will be responsible for the E.F.L. work of the teacher. The post is full-time, salaried, and requires a degree in E.F.L. or a related field. Applications should be sent to the E.F.L. Teacher, E.F.L. Teacher, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### LONDON TEFL. TEACHER

The London TEFL. Teacher is seeking applications for the post of London TEFL. Teacher. The successful candidate will be responsible for the London TEFL. work of the teacher. The post is full-time, salaried, and requires a degree in London TEFL. or a related field. Applications should be sent to the London TEFL. Teacher, London TEFL. Teacher, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### TEFL. TEACHER

The TEFL. Teacher is seeking applications for the post of TEFL. Teacher. The successful candidate will be responsible for the TEFL. work of the teacher. The post is full-time, salaried, and requires a degree in TEFL. or a related field. Applications should be sent to the TEFL. Teacher, TEFL. Teacher, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

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Closing date: 10th August 1978.

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Closing date: 10th August 1978.

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Closing date: 10th August 1978.

### TEFL. TEACHER

The TEFL. Teacher is seeking applications for the post of TEFL. Teacher. The successful candidate will be responsible for the TEFL. work of the teacher. The post is full-time, salaried, and requires a degree in TEFL. or a related field. Applications should be sent to the TEFL. Teacher, TEFL. Teacher, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

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## Personal

### Announcements

The Announcements is seeking applications for the post of Announcements Officer. The successful candidate will be responsible for the announcements work of the officer. The post is full-time, salaried, and requires a degree in Announcements or a related field. Applications should be sent to the Announcements Officer, Announcements, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### FOR LOANS AND MORTGAGES

The For Loans and Mortgages is seeking applications for the post of For Loans and Mortgages Officer. The successful candidate will be responsible for the for loans and mortgages work of the officer. The post is full-time, salaried, and requires a degree in For Loans and Mortgages or a related field. Applications should be sent to the For Loans and Mortgages Officer, For Loans and Mortgages, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### IMMEDIATE ADVANCES

The Immediate Advances is seeking applications for the post of Immediate Advances Officer. The successful candidate will be responsible for the immediate advances work of the officer. The post is full-time, salaried, and requires a degree in Immediate Advances or a related field. Applications should be sent to the Immediate Advances Officer, Immediate Advances, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### MORTGAGES

The Mortgages is seeking applications for the post of Mortgages Officer. The successful candidate will be responsible for the mortgages work of the officer. The post is full-time, salaried, and requires a degree in Mortgages or a related field. Applications should be sent to the Mortgages Officer, Mortgages, 100, High Road, Wembley, London W10 6QJ.

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Closing date: 10th August 1978.

## PERSONAL LOANS

The Personal Loans is seeking applications for the post of Personal Loans Officer. The successful candidate will be responsible for the personal loans work of the officer. The post is full-time, salaried, and requires a degree in Personal Loans or a related field. Applications should be sent to the Personal Loans Officer, Personal Loans, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### POSTAL LOANS

The Postal Loans is seeking applications for the post of Postal Loans Officer. The successful candidate will be responsible for the postal loans work of the officer. The post is full-time, salaried, and requires a degree in Postal Loans or a related field. Applications should be sent to the Postal Loans Officer, Postal Loans, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### SALARIED PERSONS

The Salaried Persons is seeking applications for the post of Salaried Persons Officer. The successful candidate will be responsible for the salaried persons work of the officer. The post is full-time, salaried, and requires a degree in Salaried Persons or a related field. Applications should be sent to the Salaried Persons Officer, Salaried Persons, 100, High Road, Wembley, London W10 6QJ.

Closing date: 10th August 1978.

### UNSECURED TO SALARIED TEACHERS

The Unsecured to Salaried Teachers is seeking applications for the post of Unsecured to Salaried Teachers Officer. The successful candidate will be responsible for the unsecured to salaried teachers work of the officer. The post is full-time, salaried, and requires a degree in Unsecured to Salaried Teachers or a related field. Applications should be sent to the Unsecured to Salaried Teachers Officer, Unsecured to Salaried Teachers, 100, High Road, Wembley, London W10 6QJ.

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